

## Drayton Hall Elementary

3183 Ashley River Road  
Charleston, SC 29414

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	497 Students	
<b>Principal</b>	John E. Cobb	843-852-0678
<b>Superintendent</b>	Dr. Maria L. Goodloe-Johnson	843-937-6319
<b>Board Chair</b>	Ms. Nancy Cook	873-760-2635

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	27	5	0	1

## IMPROVEMENT RATING

EXCELLENT

## ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	N/A
2004	N/A	N/A	N/A
2005	Average	Below Average	No
2006	Good	Excellent	Yes

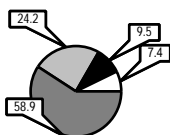
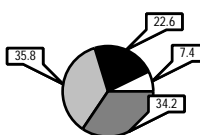
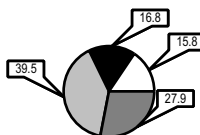
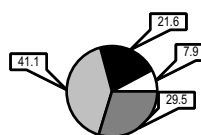
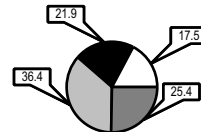
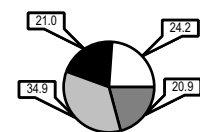
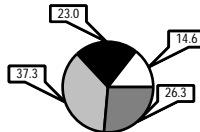
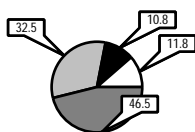
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	198	98.0	6.5	23.7	60.2	9.7	81.2	Yes	Yes
<b>Gender</b>									
Male	104	97.1	8.2	28.9	55.7	7.2	75.3	N/A	N/A
Female	94	98.9	4.5	18.0	65.2	12.4	87.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	131	99.2	1.6	21.4	65.9	11.1	85.7	Yes	Yes
African American	55	94.5	18.4	30.6	49.0	2.0	69.4	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	176	100.0	1.8	22.5	65.1	10.7	87.6	N/A	N/A
Disabled	22	81.8	52.9	35.3	11.8	0.0	17.6	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	198	98.0	6.5	23.7	60.2	9.7	81.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	193	97.9	6.6	23.8	60.2	9.4	81.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	55	94.5	13.0	34.8	50.0	2.2	71.7	Yes	Yes
Full-pay meals	143	99.3	4.3	20.0	63.6	12.1	84.3	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	198	98.0	5.4	36.6	34.9	23.1	74.7	Yes	Yes
<b>Gender</b>									
Male	104	97.1	7.2	30.9	37.1	24.7	78.4	N/A	N/A
Female	94	98.9	3.4	42.7	32.6	21.3	70.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	131	99.2	2.4	27.8	38.9	31.0	81.7	Yes	Yes
African American	55	94.5	12.2	61.2	24.5	2.0	59.2	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	176	100.0	1.2	36.7	36.7	25.4	80.5	N/A	N/A
Disabled	22	81.8	47.1	35.3	17.6	0.0	17.6	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	198	98.0	5.4	36.6	34.9	23.1	74.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	193	97.9	5.5	37.0	34.8	22.7	74.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	55	94.5	10.9	50.0	26.1	13.0	60.9	Yes	Yes
Full-pay meals	143	99.3	3.6	32.1	37.9	26.4	79.3	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	197	100.0	15.3	39.7	28.0	16.9	45.0
<b>Gender</b>							
Male	103	100.0	17.2	39.4	23.2	20.2	43.4
Female	94	100.0	13.3	40.0	33.3	13.3	46.7
<b>Racial/Ethnic Group</b>							
White	131	100.0	9.4	37.0	31.5	22.0	53.5
African American	54	100.0	27.5	51.0	15.7	5.9	21.6
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	176	100.0	9.5	41.4	30.2	18.9	49.1
Disabled	21	100.0	65.0	25.0	10.0	0.0	10.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	197	100.0	15.3	39.7	28.0	16.9	45.0
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	192	100.0	15.8	40.2	27.7	16.3	44.0
<b>Socio-Economic Status</b>							
Subsidized meals	54	100.0	25.0	41.7	22.9	10.4	33.3
Full-pay meals	143	100.0	12.1	39.0	29.8	19.1	48.9

<b>Social Studies</b>							
All Students	197	100.0	7.4	41.3	29.6	21.7	51.3
<b>Gender</b>							
Male	103	100.0	8.1	43.4	27.3	21.2	48.5
Female	94	100.0	6.7	38.9	32.2	22.2	54.4
<b>Racial/Ethnic Group</b>							
White	131	100.0	3.9	35.4	33.9	26.8	60.6
African American	54	100.0	17.6	52.9	19.6	9.8	29.4
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	176	100.0	3.6	40.2	32.5	23.7	56.2
Disabled	21	100.0	40.0	50.0	5.0	5.0	10.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	197	100.0	7.4	41.3	29.6	21.7	51.3
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	192	100.0	7.6	41.3	29.9	21.2	51.1
<b>Socio-Economic Status</b>							
Subsidized meals	54	100.0	16.7	47.9	16.7	18.8	35.4
Full-pay meals	143	100.0	4.3	39.0	34.0	22.7	56.7

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	98	99.0	10.2	26.1	60.2	3.4	63.6
	4	92	98.9	22.1	47.7	30.2	0.0	30.2
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	102	97.1	2.1	29.2	58.3	10.4	68.8
	4	96	99.0	11.1	17.8	62.2	8.9	71.1
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	98	99.0	15.9	43.2	31.8	9.1	40.9
	4	92	100.0	32.2	35.6	23.0	9.2	32.2
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	102	97.1	3.1	43.8	37.5	15.6	53.1
	4	96	99.0	7.8	28.9	32.2	31.1	63.3
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	98	99.0	25.0	39.8	23.9	11.4	35.2
	4	92	98.9	40.7	31.4	14.0	14.0	27.9
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	102	100.0	17.2	45.5	25.3	12.1	37.4
	4	95	100.0	13.3	33.3	31.1	22.2	53.3
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	98	99.0	17.0	48.9	20.5	13.6	34.1
	4	92	98.9	26.7	37.2	29.1	7.0	36.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	102	100.0	7.1	48.5	34.3	10.1	44.4
	4	95	100.0	7.8	33.3	24.4	34.4	58.9
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 497)</b>				
First graders who attended full-day kindergarten	90.6%	Down from 100.0%	99.5%	100.0%
Retention rate	2.3%	Up from 1.4%	1.7%	2.8%
Attendance rate	96.5%	Down from 98.8%	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.0%	Down from 4.8%	0.7%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	2.0%	Down from 4.8%	0.5%	0.0%
Eligible for gifted and talented	12.8%	Up from 11.2%	21.2%	10.4%
On academic plans	19.8%	N/AV	22.2%	33.6%
On academic probation	N/A	N/AV	1.0%	1.0%
With disabilities other than speech	4.5%	Down from 5.2%	6.0%	7.5%
Older than usual for grade	0.2%	No change	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 33)</b>				
Teachers with advanced degrees	42.4%	Down from 44.8%	56.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 3.7%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	89.4%	87.3%
Teacher attendance rate	96.8%	Up from 96.6%	95.4%	94.9%
Average teacher salary	\$41,732	Down 4.3%	\$43,323	\$42,485
Prof. development days/teacher	19.1 days	Up from 7.8 days	11.8 days	13.3 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.5	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 20.1 to 1	19.8 to 1	18.6 to 1
Prime instructional time	92.6%	Down from 94.7%	91.0%	89.7%
Dollars spent per pupil*	\$5,244	N/A	\$6,119	\$6,557
Percent of expenditures for teacher salaries*	52.3%	N/A	66.2%	64.0%
Percent of expenditures for instruction*	71.3%		71.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Drayton Hall Elementary School has completed its second year as an elementary school in the Charleston County School District. We have a diverse population of 498 students. Our highly qualified staff includes six National Board Certified Teachers, and more than 60% of our staff has earned advanced degrees. One of our fourth grade teachers was first runner up for the Charleston County School District Teacher of the Year Award. All staff members are committed to excellence through the reinforcement of a rigorous curriculum and high expectations for all students.

The school uses up-to-date, state-of-the-art technology with at least four computers and a large display monitor in each classroom. There are also two computer labs with SmartBoards. The staff has been extensively trained in the implementation of technology in the curriculum. We have many faculty members who are technology instructors for district-sponsored classes available to all teachers in our district. Enrichment opportunities are provided through co-planning, co-teaching and itinerant teachers to meet the individual needs of all our students. In addition, students benefit from data-driven instructional planning through the use of Measures of Academic Progress tests (MAP).

At Drayton Hall Elementary, 100% of our staff are members and actively participate in our PTA. Our PTA is very involved in school planning by supporting staff development, providing playground equipment, and rewarding students for their participation in the Reflections Program. Our PTA president is also a member of our School Improvement Council. Drayton Hall is one of two schools in the state that won the Healthy School initiative in all eight categories. All staff and students participate in activities throughout the year to promote a healthy lifestyle. Our school-wide discipline model, Safety Property, Order, Respect, and Task (SPORT), provides monthly recognition of good citizenship and creates a safe learning environment. Students have the opportunity to participate as members of the following groups: Roarin' Recyclers Team, Drayton Hall Elementary Jumpers, Wee Deliver, Reading Buddies, and our news program WDHE. Students and staff participate in community service activities such as The Bobcat March, Coins for the Cure, Relay for Life, Red Ribbon Week (say no to drugs) and Jump Rope for Heart. Drayton Hall also offers before and after-school care in the Kaleidoscope Program.

A rigorous curriculum, collegiality, leadership, and clear goals with assessment define our success. At Drayton Hall Elementary School, Students Come First.

John Cobb, Principal

Chanda Martin, School Improvement Council President

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	33	75	37
Percent satisfied with learning environment	97.0%	83.8%	97.2%
Percent satisfied with social and physical environment	100.0%	86.7%	97.2%
Percent satisfied with school-home relations	100.0%	90.7%	100.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.